DOCUMENT RESUME

ED 169 063 SP 014 208

TITLE	The Use of Questioning in Social Studies. Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	May 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Inservice Teacher Education; *Learning; *Learning Modules; Preservice Education; *Questioning Techniques; Social Studies; *Teaching Skills; Teaching Techniques; Thought Processes; Validated Programs

ABSTRACT

The intent of the teacher education learning module described here is to increase the user's competency in asking questions that will stimulate higher levels of thinking and learning. Seven specific categories of questions are outlined. The focus is on approaches to thorough and thought-provoking questioning, strategies for analyzing the nature of questions, and coordinating a progressive questioning structure. This descriptive report provides further information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169063

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: THE USE OF QUESTIONING IN SOCIAL STUDIES

Publication Date(s): 1974

Intended Users: Preservice and inservice teachers interested in upgrading their questioning skills

Grade Level(s): All levels

Number: Individual or group

Primary Focus: The intent of this product is to increase the user's competency in asking questions which will stimulate higher levels of thinking, and hence, learning. Seven specific categories of questions are presented and their effect on learning is explored.

School subject(s) and/or inservice topic(s) covered:

The school subject focused on in this module is social studies, with implications for all subject areas.

The inservice topics covered are: approaches to thorough and thought-provoking questioning; strategies for analyzing the nature of questions and coordinating a progressive questioning structure.

What participant does in using the materials: Teacher reads prospectus and takes pre-assessment test to determine which segments of the module should be read. As each portion is completed, tests designed to identify and distinguish the types of questions, follow. Activities include a post-assessment and an in-classroom assessment. The participant evaluates his/her own application of the principles of questioning, and/or an instructor may assist in the evaluation.

Resources: The product consists of a 59-page booklet plus consumables. The booklet includes a pre-assessment test, questioning information and evaluation tests. Classroom Questions: What Kinds by Norris M. Sanders (Harper and Row, 1966) is recommended for thorough understanding of material.

As the material is competency based, time needed is variable and will depend on the demands of the individual. Students in a classroom will be needed for the in-classroom assessment. A tape recorder and videotape machine may be used in the in-classroom exercise.

Describer critique:

This product is primarily a tool for categorizing types of questions in social studies or humanities classrooms. The process of designing these questions is to be perfected by becoming familiar with motivation and expectation behind the formulation of a question.

SP014268

1.0 PURPOSES:

As outlined in the Prospectus, "the proper role for questions is to serve as an effective stimulus to learning."

The module seems heavily dependent on the book Classroom Questions: What Kinds? by Norris Sanders (Harper and Row, 1966), in which the outline of Sander's taxonomy of questions is described. The module amplifies and systematically tests the digestion of this book's ideas. Without having read Sander's book, a teacher will find a sketch of the highlights of this system, and will be encouraged to pursue further reading.

The objective of the module is to encourage a more thorough approach to questioning in the classroom. Rote memory questions are discouraged in favor of more thought-provoking insight, and eliciting of questions.

The developer does formulate a specific performance objective for users of this product, and lists ten enabling objectives. Both of these are based on Sander's taxonomy of questions.

2.0 CONTENT — Scope and Sequencing of Topics:

There are eight major chapters in the book.

1. Prospectus (2 pages) - objectives of module are set forth

2. Pre-Assessment (4 pages) - testing for measurement
   a) of what reader already knows
   b) of what a reader might expect to learn

3. Enabling Element 1. (35 pages) - breakdown of Sander's seven categories of questions with subheadings for:
   a) Memory
   b) Translation
   c) Interpretation
   d) Application
   e) Analysis
   f) Synthesis
   g) Evaluation

   Under each subheading there is an explanation of the category, examples of its use, and testing for identification.

4. Enabling Element 2. (10 pages) - the value and function of Sander's questioning process is summarized.

5. Enabling Element 3. (4 pages) - application of Pre-Assessment test

6. Post-Assessment (4 pages) - a repetition of Pre-Assessment test

7. In Classroom Assessment (4 pages) - teacher designs a series of questions, then analyzes them.

8. References (1 page)

The optional prerequisite is the book, Classroom Questions: What Kinds? by Norris M. Sanders.

Sequential use is recommended. The module is competency based and participants may proceed at their own rate of development.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The product is designed to explain and sequentially test each of the seven categories of Sander's questioning process. The module first explains its objectives, then presents a pre-assessment test. This test determines:

a) Whether a teacher is prepared to by-pass the 35-page breakdown of the taxonomy of questions (in most cases as a result of already having read Sander's book)

b) Whether a teacher should make total use of the 35-page breakdown in order to enhance questioning ability.

The module then explains each of Sander's seven categories of questioning, providing examples of each, followed by sequential testing designed to identify and distinguish these categories.

3.2 Help given in use of product:

The manual is entirely self-contained, and all the instructions for completing the program are included in it. While the need for an instructor is not expressly stated by the developer, the describer feels that an instructor will facilitate the program's implementation and will help the participant to evaluate his/her inservice learning.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Self-administered tests follow each segment of the Enabling Elements. The answers, in some cases with explanations, are on the page following the test. Each test is designed to help reader identify and distinguish Sander's seven questioning categories. From them, one is expected to realize the value of variety and progressive coordination in the questioning process.

A pre-assessment test is given in order to determine participant readiness. A posttest is given which tests the participants' ability to go on to the in-classroom assessment. An in-classroom assessment, where a participant designs and teaches a lesson and tapes his/her performance for self-evaluation (and/or evaluation by an instructor) is the final assessment exercise.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

An individual could read and implement this module in a classroom independently. However, group use and feedback would undoubtedly enhance this process.

Time needed for completion will depend on the individual user.

A classroom of students will be needed for the in-classroom assessment, as are an audio tape and a video tape machine.

The 59-page manual and accompanying booklet of consumable sheets (duplicates of those contained in the manual) are the basic required materials for implementation of this program.

5.2 Distributor name/address:

Panhandle Area Education Cooperative
411 West Boulevard South
Chipley, Florida 32420

(904) 638-4131 Contact: Lester Kitchings

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
THE USE OF QUESTIONING IN SOCIAL STUDIES	Total: $1.50			
Module	$1.25	-	1/participant	Yes
Consumable booklet	$ .25	-	1/participant	No

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

This module was developed by William Rader. It was revised and edited by James J. Vaughan, Jr., and Tom Lo Guidice, Florida State University, Tallahassee, Florida, for the Social Studies Teacher Training Project. Project Director was Anna Ochoa, Florida State University, Tallahassee, Florida.

6.2 How developed and when:

According to the developer, the material in this product was produced in 1974 "under a contract administered through the Florida Educational Research and Development Program and coordinated in the Bureau of Teacher Education and certification of the Florida Department of Education, Tallahassee, Florida."

During the field-testing period, this module was used on around 20-30 practicing teachers in several Florida counties. Three years went into the development of this material before it was published.

6.3 Evidence of effectiveness with users:

The classroom teachers involved in the field-testing were asked to complete "revision sheets." These evaluation forms were then sent back to module developers. The developers based most of their revisions on the critiques supplied by the classroom teachers, thus ensuring a more effective program for other teachers to use in their inservice education training.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This product sets out to conquer a massive frontier, i.e., "questions should stimulate thinking." The project uses the principles of categorization and breaking down in an attempt to involve the reader actively in developing more thought-provoking questions. Essentially it is a philosophic study on the nature of questioning. It assumes that once one can identify the type of question asked, then one is better able to design and direct the flow of heightened response.

The product is adaptable for any humanities department; its concepts reach far beyond the realm of social studies.

Technical quality of the module is good. It consists of mimeographed sheets stapled together with heavy paper cover sheets.

Content accuracy/social fairness/community acceptance issues:

The product deals primarily with theory. In this it is accurate. There should be no problem with social fairness or community acceptance.

No ethnic or sex bias. No controversial content.

Overall summary/comment:

The module thoroughly disects the categories of questioning for any course of study. It is philosophic in its direction, and seems unsuccessful in classroom application of this knowledge. Although it may well prepare a teacher to distinguish the various types of questions, the problem of actually creating these questions is not more than gingerly dealt with. In general, the objectives set forth by this module, "questions should stimulate thinking," seems not more than halfway met. Perhaps "categorizing questions may help achieve stimulus for thinking," would be closer to target.

JW - 5/77